

DDDS GAC CMS Medicaid Residential Work Group Transcription
May 28, 2015 1:30 p.m. – 3:30 p.m.

Committee Members Present: Eddi Ashby, Tim Brooks, Kathie Cherry, Jamie Doane, Lisa Green, Pat Jordan, Bill Monaghan, Terry Olson, Kimberly Reinagel-Nietubicz, Victor Schaffner, Melida South, Laura Waterland, and Libby Cusack. Missing: Kyle Hodges and Gary Mears

Non-committee Members Present: Micki Edelsohn, Carol Kenton, Terry Macy, Daniese McMullen-Powell, Barbara Monaghan, Chris Shilling, Mary Steppi, and Jamie Wolf

Male Speaker: We are going to do introductions now, my name is Bill Monohan. I'm coleader of the residential group.

Female Speaker: Laura water.

Female Speaker: Hi, I'm Jaime, DDDS.

Female Speaker: Libby Cusack.

Female Speaker: Pat Jordan, SLP, DDDS.

Female Speaker: Lisa green, salvation army.

Female Speaker: --

Female Speaker: Eddie Ashby, DDDS.

Female Speaker: Kathy Cherry, Governor's Advisory Council -- citizens.

Male Speaker: Victor Shafner, Center for Disabilities Studies.

Male Speaker: Tim Brooks, Advisory Council.

Female Speaker: Mary (?), family member.

Female Speaker: --

) (Inaudible)

Male Speaker: I'm Terry Olsen, Arc of Delaware.

Male Speaker: Chris(?)

Female Speaker: I'm sorry, your name again.

Male Speaker: Chris (?)

Male Speaker: We're going over some meetings -- today. These are being recorded. So announce your name when you are speak and speak up. One person talks at a time. Respect when others are speaking. Limit phone calls during meetings. Meetings will start on time. Stay on agenda, do homework prior to meetings reviewing documents. Guests may participate in meetings, but only committee members may vote.

Female Speaker: So anybody have anything they'd like to bring up from last week's meeting transcript? If not this is Libby, we will go onto page five, number five of the draft -- assessment. All right the section individual choice regarding services and support and who provides them. It's -- question nine, if you have a comment or a suggestion for improving this or deleting it please speak up.

) (Inaudible)

Female Speaker: I'm sorry if you have a comment please speak up.

Female Speaker: Can you repeat what you said please.

Female Speaker: We're on page, number five exploratory question nine, anybody have a question or a comment?

Female Speaker: I have a comment, I thought instead of saying due staff --

Female Speaker: Excuse me, we have one person talking at a time guys.

Male Speaker: Yes, ma'am.

Female Speaker: Thank you.

Female Speaker: --

) (Inaudible)

Female Speaker: Okay did you have a discussion before the meeting.

Female Speaker: Yes, we did.

Male Speaker: Yes, we did.

Female Speaker: Okay. Let's try to keep the separate conversations to a minimum.

Female Speaker: Excuse me, she's here to assist him so she's probably going to speak some.

Female Speaker: Okay and that's fine, this is Libby, that's fine, but I'm hoping that the questions, these questions are in advanced so that you're prepared with these questions.

Female Speaker: I wasn't aware of that fact so I'm trying to get him all caught up so -- thank you.

Female Speaker: So this is (Melinda?South) again. Exploratory question number nine, I thought "due staff asked" is a little hard maybe for people to go back and I thought maybe a better question or phrasing of it will be are, are staff aware about the individual service and support needs and preferences, which could be ascertained when we're doing the tour with them and the staff.

Female Speaker: So you're suggesting -- our staff?

Female Speaker: Aware, are the individual services support needs and preferences.

Female Speaker: I think this question -- individual choice so this particular sentence that's concerned with the staff not the individual.

Female Speaker: Okay.

Female Speaker: So I understand what you're saying --

Male Speaker: This is Terry Olsen -- I did think that for an individual to have choice particular if they have communication problems, there is a need and responsibility for the staff to be aware of those needs and -- the staff should receive training on those kinds of things.

Female Speaker: I don't disagree with that, but that's not the point of this particular question.

Female Speaker: Laura, are you okay with the question as is or are you suggesting a change?

Female Speaker: Yeah, I'm okay with it, without being changed.

Male Speaker: This is victor, I was going to suggest for more clarity and due staff ask all individuals about their needs and preferences for services and supports, and then are all individuals -- make the service request, I think it's important that these ten questions be asked of the individuals in a separate assessment.

Female Speaker: So you're suggesting, due staff ask all individuals of --

Male Speaker: About their needs and preferences in services and supports -- again asking each of those questions of the individuals in a separate assessment as well.

Female Speaker: Okay so for the first question, victor is suggesting that we ask, due staff ask all individuals about their needs and preferences regarding services and supports? Is that what you said.

Male Speaker: Yes.

Male Speaker: This is Tim. We made a commitment to an individual assessment at this time -- they decided not to do that so --

Male Speaker: This is Victor it's my understanding that someone did wish to do it but we agreed as a group not to do it, but to recognize a DDDS that there would be an individual assessment and they would be providing some additional information, I believe they came to that conclusion because what we saw the timing issue.

Male Speaker: This is Terry Olsen again --

Female Speaker: -- so what are you saying, we came up with the decision to what.

Male Speaker: They are going to recommend to DDDS that there would be a an individual assessment on day services and just how detailed I recommendation will be, I think they have yet to determine that.

Female Speaker: This is Bill again, I think we have to focus back because we need to get this, these survey done and done quickly, we only have three weeks, so we can't just keep harking on the same question over and over again. It's getting a little stressed and I really do think that we should keep on with the questions.

Female Speaker: Victor and everyone this is Libby, we have we try to stop at 3: 00, well have a couple of minutes to talk about the individual assessment at that time and hopefully, welcome to some sort of an agreement and go guard at that time for the individual assessment.

Male Speaker: This is Terry Olsen. I just want to share this opinion, I think victors question is basically determining the same thing -- with the staff or trying to find out about the preferences of individual consumers, I think the question of our staff aware of each individuals support, needs and preference is more germane particularly you have some staff that work with people for years, they're not going to ask for support need and preferences that they already understand, the more germane question is what question can they identify those needs and can they reasonably be confirmed through consumer?

Female Speaker: Kimberly.

Male Speaker: This is Bill again. I think that they should be able to talk to them, people in the -- and not the staff.

Male Speaker: That's a good point, Bill but that's not always possible, people are nonverbal.

Female Speaker: This is Kimberly. Is it a question of whether the question is assessing the staff is making sure their individual's preferences or is it the individual is aware of the services and the options they have available to them to choose from, because when they make the individual choice regarding services -- it implies more from the individual perspective, but the question is more from the staff and training perspective.

Male Speaker: This is Terry Olsen, the supports piece, is going to come from staff so staff awareness is a very significant issue.

Female Speaker: I'm still going to say and this particular section has to do whether the individual has any input into the support if they are aware of the support, this is not about whether the staff knows, it's whether the individual knows. I think the questions that you're talking about has been asked already or would be asked. But I think you're losing something by taking the person out of it because it's part of these particular questions, because -- I think that the question is getting at is are the staff assuming they think what people want or are they actually asking the people what they want. And if that's rephrasing

that it's less, I don't know, the question is if there's a way of rephrasing that, this question is not are staff aware of what's available it's whether they are aware -- whether the individual is aware.

Male Speaker: I agree.

Female Speaker: Yeah. Well, the individual are aware because the staff are the ones that educate them and make them aware. I see what you're saying, but --

Female Speaker: Terry what was your suggestion, this is Libby.

Male Speaker: I think what Melinda had suggested, the staff aware of each individual support, needs and preferences.

Female Speaker: I would rather just delete the question than to ask that one --

Female Speaker: How would you ask the question?

Female Speaker: Well, I mean, the second point actually, are they aware of how the service -- you can modify that question, are they aware of the available service options and how to make a request? Does that work?

Male Speaker: Again, the support is always going to come from the staff, so I just don't understand -- I'll be quite.

Male Speaker: This is Tim. I think -- it's all about the individuals choice.

Female Speaker: Now, this is Bill, I think we should also add in yes, no, or if no, explain why.

Female Speaker: Yes we're going to get to that later on in the agenda, Bill.

Male Speaker: Okay. Thank you.

Female Speaker: --

Female Speaker: Okay. So. Tim's suggesting that we leave the questions as is, victor had a change for the first question, for the people who are on the committee, do we leave the question as is or victor suggestion, do staff ask individuals about their needs and preferences regarding services and supports.

Male Speaker: For services and supports.

Female Speaker: This is Kathy, instead of starting with staff, what if we start with the individual and ask, are individual's asked if they're aware of their services and supports and needs or asked about their service and supports and needs, so you are starting with the individual, understand what Terry was saying about staff and what Melinda was saying about the staff being the ones that make the person aware of what they are, if we start with the individual, then that still brings in the staff person.

Female Speaker: So what was your suggestion?

Female Speaker: Are individuals aware of their service and support needs or are they asked about their individual support needs and preferences? Something along those lines to start with the individuals.

Female Speaker: Are individuals asked about their service and support needs?

Female Speaker: This is Kathy, then Laura, will that kind of -- does that seem to ask it the way you were thinking about it?

Male Speaker: Well --

Female Speaker: Hold on, I thought my -- my argument was the first question, asking the individuals where of -- I'm trying to --

Female Speaker: I would say just leave it the way its, I think it's important to ask the second question too so I wouldn't want to lose that.

Male Speaker: I think they are both important. Because if you just leave it to the second

question, then there's -- you're not asking the provider to be proactive in informing them.

Female Speaker: So we're leaving the second question as is, what are we doing with the first question? Kathy suggested are individuals asked about their services and support needs and preferences.

Male Speaker: This is Tim, I'd be fine with that.

Female Speaker: I'd be fine with that.

Female Speaker: I oppose that, are individuals asked about their services and support needs and preferences. Victor.

Male Speaker: Who's doing the asking? You have to be specific.

Female Speaker: Well, I'm asking right now. (Laughing).

Male Speaker: Well, I think it should be asked by staff.

Female Speaker: All right. Individuals asked by staff about their service and support needs and preferences. Anybody oppose that change for the first question? All right, so we're using that for the first question and the second question we're leaving as is.

Female Speaker: Yeah.

Male Speaker: Yeah.

Female Speaker: Exploratory question ten. Comments and suggestions.

Male Speaker: This is victor, I would just insert all for each one of those bullets. Do all individuals --

Female Speaker: Okay, got it. Any other suggestions and changes? Do all individuals have access to information on other providers who render their services, the services he or she receives? Anybody have any comments or suggestions, delete, anything, leave as is? All right, the second bullet, do all individuals know how and to whom to make a request for a new provider? Anybody have any suggestions for changes?

) (Cellphone Ringing)

Female Speaker: -- is that not the same or --

) (Inaudible)

Female Speaker: So second bullet under 99 is very similar to the second bullet under ten.

Female Speaker: Yeah.

Female Speaker: Somebody want to recommend save one, delete the other?

Female Speaker: I think the service request is better in case they wanted to change -- the use of a different provider.

Female Speaker: So you're suggesting we keep the second bullet under nine and delete the second bullet under ten?

Female Speaker: Yes.

Female Speaker: Does anybody oppose that? All right. So we're deleting the second bullet under ten, Connecticut 11 is next or all individual -- sorry, all individual preferences incorporated into the services and supports provided?

Male Speaker: Individuals --

Female Speaker: Individuals preferences --

) (Inaudible)

Female Speaker: Does anybody have any suggestions for changes, delete? We're going to leave it as, are all individuals preferences incorporated into the services and supports provided? Moving onto number six. Exploratory question 14. Please don't forget to state your name.

Male Speaker: --

) (Inaudible)

Female Speaker: Does anybody have any other suggestions, comments --

Female Speaker: Do all individuals receiving H C B S live/receive services in an area of the set being separate from individuals not receiving -- H C B S.

Female Speaker: Sorry, thank you.

Female Speaker: Anybody oppose that? Other changes.

Male Speaker: I'm just wondering if it wouldn't be more appropriate to state positively whether they received services in the same setting or -- but either way it doesn't really matter.

Female Speaker: This is Libby, revision -- is that okay.

Female Speaker: Moving onto page six, number seven, exploratory question three, any comments or suggestions? First bullet.

Male Speaker: Plural. Once again, this is victor.

Female Speaker: Or all.

Female Speaker: Got it. Any over changes? All right we're leaving it as do all individuals work in an integrated community setting, second bullet, comments? Suggestions?

Male Speaker: Victor, plural, do your clients --

) (Inaudible)

Female Speaker: I'm sorry can you say that again?

Male Speaker: Do all your clients know who can help them --

Female Speaker: For the second bullet?

Male Speaker: Well, for the second bullet -- I'm sorry -- the second bullet --

) (Inaudible)

Female Speaker: How did you make that plural?

Female Speaker: Individuals would like to work, activities --

Male Speaker: (Inaudible) -- --

Male Speaker: For any individual who would like to work, is the activity -- then ensures the option is pursued?

Female Speaker: All right second bullet, for any individual who would like to work is there an activity to ensure the option is pursued? Any questions, comments? Okay. Third bullet. Do all individuals, are we leaving that as is? Anybody oppose that?

Female Speaker: I would like an example --

Male Speaker: This is Tim, with my --

) (Inaudible)

Male Speaker: I think that's what this is trying to get at.

Female Speaker: This is Lisa period of time desired a lot of people around this table here I want us to come to a decision before we have a blanket statement, do you know what I mean?

Male Speaker: This is Tim --

) (Inaudible) -- --

Female Speaker: There's a lot of people on this table with a different desired time.

Male Speaker: This is Tim, I suggest we take out for the period of time, I think it's impossible to measure and -- after activities and if we want to do all individuals, that's fine.

Female Speaker: So do all individuals participate regularly and meaningful activities of choice in an integrated community settings question mark.

Female Speaker: --

) (Inaudible)

Male Speaker: Of choice, I think --

Female Speaker: Do all individuals participate in regularly meaningful nonwork activities of choice in integrated community settings?

Female Speaker: Yeah.

Female Speaker: This is Kimberly, is the purpose of having the first bullet and third bullet, because you're trying to assess their work and, never mind, sorry.

Male Speaker: Kimberly, this is Terry Olsen, that's a good question, the other activities I don't know if that has anything to do with seeking employment and working in integrated -- settings.

Male Speaker: How do we know this is a person's choice?

Female Speaker: By asking them if it's their choice.

Male Speaker: This is Terry Olsen again, again, I think we need to recognize that asking people may be a very appropriate thing, but for nonverbal folks, you're not going to be getting responses.

Female Speaker: Yeah.

Male Speaker: To clarify, you can get absolutely meaningful responses from nonverbal folks who you are using assistive technology.

Male Speaker: In some cases.

Male Speaker: Sure.

Male Speaker: Yeah.

Female Speaker: I'm sorry --

Male Speaker: This is Bill again, nobody answered my question how --

Male Speaker: This is Tim, could you read what you have, I think we can stick in one word and --

Female Speaker: Do all individuals participate regularly in meaningful nonwork activities of choice in integrated community settings.

Male Speaker: If we said of their choice.

Male Speaker: Yes.

Female Speaker: Nonwork activities of their choice --

Male Speaker: Of their choice.

Male Speaker: Of their choice.

Female Speaker: Everybody okay with that? Any other comments.

Male Speaker: I would just say if we end up doing the individual assessment, I think that question is appropriate for the other assessment as well.

Female Speaker: Eleven, does your client know who can help to find a job? Comments, suggestions?

Male Speaker: Do your clients know who can help them find --

) (Inaudible)

Male Speaker: I was just going to say let's keep it consistent, do all individuals.

Male Speaker: Yes.

Female Speaker: Do all individuals know who can help them find a job?

Female Speaker: This is Jaime, isn't that what was on the question prior, the second bullet asked as well, we don't really need that question.

Male Speaker: I agree.

Female Speaker: I think it's a good question to ask, you're not going to lose anything by asking it. Because there are people around the whole range of function and it may be that somebody only needs to get -- and it's good the information is available for people who can get the assistance on their own, it's asking a slightly different question than the second bullet.

Female Speaker: This is Jaime again, do all individuals know who can help to find a job.

Female Speaker: This is Kimberly, I still think to Terry's point -- that question I don't know if it's relevant -- it's talking about nonwork activities.

Female Speaker: So is that access to the greater munity.

Male Speaker: It is, that's where it belongs, this is Terry.

Female Speaker: --

) (Inaudible)

Female Speaker: These are in a particular order.

Female Speaker: I thought they were.

Female Speaker: The state's each groups their questions differently and the exploratory questions so we can move these under whatever makes sense. So the second bullet, do we agree that we move that to access to the greater community, number eight.

Male Speaker: Yes.

Female Speaker: I agree.

Male Speaker: (Inaudible) -- --

Female Speaker: Third bullet. Thank you. So back to 11, are we leaving that question, do all individuals know who can help to find a job? Anybody oppose? Moving onto number eight, exploratory question number 19, first bullet, do individuals, do all individuals in the setting have access to public transportation.

Male Speaker: This is victor, I would recommend that we make that more specific for example, do all individuals in the setting have ready and practical access to public transportation. It's conceivable that someone can answer yes, and the access to the bus is 10-miles away at an I'm practical time.

Female Speaker: So access to ready and practical, did you say?

Male Speaker: Uh-huh.

Female Speaker: So does anybody have any comments on that first bullet, any comments? Do all individuals in the setting have access to ready and practical public transportation?

Female Speaker: This is --

) (Inaudible)

Female Speaker: There are other bullets where other public transportation is limited or other resources provided --

) (Inaudible)

Female Speaker: Okay so we are leaving the first bullet, do all individuals in the setting have access to ready and practical public transportation. Bullet two. Anybody have changes? If not, no objections, well keep second bullet as is, third bullet. Any changes?

Female Speaker: Can you repeat the question please so we know what they are.

Female Speaker: Third bullet, are bus and other public transportation schedules and telephone numbers posted or available in a convenient location? Any suggestions for changes, are we okay as is, anybody oppose, speak up, we are leaving the third bullet as is, the next bullet, which isn't bulleted, is actually the same as Tennessee 45, and I think we

expanded on Tennessee 45, so if we can start with that one and decide on that last bullet there, Tennessee 45, work public transportation, such as DART and Paratransit is limited. Are other resources provided by the provider for individuals to access the community.

Male Speaker: This is Bill, I don't think there is any other transportation. Besides Paratransit and DART.

Female Speaker: There are --
) (Inaudible)

Female Speaker: This is Lisa, there's many other --

Male Speaker: Have -- where do they go.

Female Speaker: Okay Bill --

Female Speaker: This is Lisa, there's many other transportation in Sussex county, they have other transportations.

Male Speaker: I wish they would ship it up to new castle, they're not getting anything.

Male Speaker: (Laughing) -- --

Female Speaker: So are we okay with using Tennessee 45 and deleting the last bullet under 19.

Male Speaker: Yes.

Female Speaker: Which is the same.

Female Speaker: Okay we're deleting the last bullet and leaving 45 Tennessee as is. Exploratory question 14 bullet one is the setting in the community among other private residents'. Anybody oppose to leaving it as is?

Female Speaker: No.

Female Speaker: Second bullet is the setting in the community among retail businesses, anybody oppose to leaving that as is?

Female Speaker: I was going to say in the proximity, is that too many words, in reasonable proximity too.

Female Speaker: What's that --

Female Speaker: Obviously you don't want to move right next to the shop right, but you would like to be within, about the same distances.

) (Inaudible)

Female Speaker: Reasonable is reasonable --

Female Speaker: So reasonable is going to be defined by the provider.

Female Speaker: By the setting.

Female Speaker: This is Lisa, Sussex county is spread out and actually some residents need to be here in more secluded areas because they can be runners and they like to be, do you know what I mean, they don't necessarily want to be close.

Female Speaker: That would be reasonable.

Female Speaker: So reasonable is a good word.

Female Speaker: Is the setting in the community.

Male Speaker: In reasonable proximity to --

Female Speaker: Is the setting in the community in reasonable proximity to retail businesses?

Male Speaker: This is victor, I like where you're going with this, but I think it's -- different to.

) (Speaking all at once)

Female Speaker: I agree.

Female Speaker: I think it's also a personal preference. It might not bother someone to get in the van to drive to the store.

Female Speaker: For the most part residents should not be out in the middle of nowhere, they should be among other people, and where people are living and doing their business everyday. And that's what they're trying to get out, are they doing that, if you're not doing that then you have a reason for not doing it then that's what you articulate.

Male Speaker: This is Terry, I think close is as open to interpretation, reasonably close, and I think reasonable suggests some major reasonableness I guess.

Male Speaker: This is Bill --

Male Speaker: (Inaudible) -- --

Female Speaker: This is Jaime, I'm thinking the first bullet is okay, the second bullet what have access to retail businesses, that's what I'm thinking, can they get to a store? Are they among -- there's no segregation so I recommend, keep the first bullet, change the second one to access to.

Male Speaker: Give reasonable access to.

Male Speaker: (Inaudible) -- --

Male Speaker: I like what Terry has, ready access to.

Female Speaker: You don't like mine?

Male Speaker: (Laughing) -- --

Male Speaker: I like yours.

Female Speaker: Somebody is going to have to repeat the whole thing.

Female Speaker: Terry.

Male Speaker: Do individuals have ready access to community retail businesses.

Female Speaker: And keep the first bullet.

Female Speaker: So we're leaving the first bullet as is, we're changing the second bullet to, do all individuals have ready access to retail businesses, anybody oppose or any other changes?

Male Speaker: Community retail businesses.

Male Speaker: I think community is a reasonable, is a good qualifier in this case.

Female Speaker: Adding munity retail businesses, anybody have anything else to add there? All right so that bullet is now do all individuals have ready access to community retail businesses? Moving onto number nine exploratory question two, first bullet, do all individuals regularly access community and is she able to describe how she accesses the community --

Male Speaker: And are they.

Female Speaker: Thank you.

Male Speaker: (Laughing)

Female Speaker: That is Kathy, don't hate me for this, going back to number seven, I think we should move that third bullet down to this one, to number nine. Because this one is talking about engaging in community life, and that bullet is talking about participate nothing nonwork activities. So to me, those two work better than moving it to access to the community.

Female Speaker: Okay the third but little instead of eight.

Female Speaker: Yeah, move it to nine.

Female Speaker: Does anybody oppose that, so moving the third bullet from exploratory question three down to number nine. Back to the first bullet, exploratory question two, any

changes?

Male Speaker: This is victor, just for the first three or four just making them plural.

Male Speaker: This is Terry, at the risk of sounding redundant, I still think we're missing a substantial segment of people who are not going to be able to answer questions and I think the self-assessment was more geared to us being individuals, questions -- nobody else is feeling --

Male Speaker: This is victor and I do think that these questions can be also asked to individuals in a separate assessment.

Female Speaker: This is Lisa, for all of the folks that are nonverbal, they can't answer in a self-assessment, will be answering for them any way.

Male Speaker: Are there designated represents?

Female Speaker: I'm just putting it out there, doing double work.

Female Speaker: Okay so I'll mark this as an individual, potential individual, assessment, grouping of questions.

Female Speaker: Thinks Kimberly, do we -- isn't this about making sure the provider is giving the individual the opportunity to engage in community life? -- individual assessment?

Male Speaker: (Inaudible) -- --

Female Speaker: These questions should be I think -- to make sure it's the provider allowing the opportunities for the individual to choose what they want to do.

Female Speaker: So do you have a suggestion for the first bullet? On revising that question?

Male Speaker: This is Bill.

Male Speaker: This is Terry, if we move that third bullet down from three, haven't we already addressed this issue?

Female Speaker: This is Laura, I think bullet three for example, is really useful --
) (Inaudible)

Male Speaker: This is Terry, I agree with that.

Female Speaker: So we're skipping one and two and moving to three. Do all individuals shop -- schedule appointments, have lunch with family and friends, banking, gym classes, recreational events, restaurants and anything else you can throw in there, in the community as the individual chooses.

Female Speaker: I also like two --

Female Speaker: Hold on. Let's do three first.

Female Speaker: Sorry.

Female Speaker: Is everybody okay with three as is.

Female Speaker: Yes.

Male Speaker: Yes.

Female Speaker: Let's get back to two. Are all individuals aware of -- I can't do that one, victor. Do you have it?

Male Speaker: Are all individuals aware of or do they have access to the --

Female Speaker: Are all individuals aware of or have access to the materials to become -- wow. To become aware of activities occurring outside the setting, actually that's not too bad, it's wordy but -- are all individuals aware of or do they have access to materials to become aware of activities occurring outside of the setting?

Male Speaker: -- it's a little strange that there's two aware's in the same sentence.

Female Speaker: Isn't it are all individuals aware of or do they have access to materials

about activities during outside of the setting.

Female Speaker: Regarding activities outside of the setting.

Male Speaker: Yeah.

Female Speaker: Yeah.

Female Speaker: Are all individuals aware of or do they have access to materials regarding activities during outside of the setting? Anybody have any suggestions or comments? Changes?

Male Speaker: I just I'll throw it out there, all individuals provided with information -- they would understand about activities in the community might be a reasonable alternative.

Female Speaker: Can you read that again?

Male Speaker: Are all individuals provided with information in a I'm struggling a little bit --

Female Speaker: In an understandable format --

Male Speaker: In an understandable format regarding activities occurring in the community, perhaps instead of outside of the setting.

Male Speaker: In the format they understand, instead of saying --

Male Speaker: In the format they understand is better?

Female Speaker: I like that better.

Female Speaker: Okay. I think I got it. Are all individuals provided with information in understandable format -- in a format thence regarding activities occurring in the community? Are all individuals aware of -- are all individuals provided with information in a format thence regarding activities occurring in the community?

Male Speaker: Yes.

Female Speaker: Anything else on that one? Are we okay with that as changed? Do you want me to read it again.

) (Laughing)

Female Speaker: All right. I think we're back to number one. Exploratory question two.

Male Speaker: I'm sorry where are you.

Female Speaker: Bullet one. We skipped number one. Exploratory question two, bullet one. And I think someone suggested that the bullet from above that we're moving down kind of similar.

Male Speaker: This is Terry Olsen, if we're moving that down meaningful nonwork activities can be more accurately described as community activities of interest, perhaps. Communities activities of --

Female Speaker: Can I -- I think they are trying to get at people that are not engaged -- that's high it's included there.

Female Speaker: So.

Female Speaker: Yes, or they just have a routine. I think if they're not working, are they doing something of their choice that's meaningful instead. I think that's what they're asking.

Female Speaker: Perhaps it means volunteer activities or they have group employment where they go and do where it's non-paid so they consider it nonwork, that's what I would take it to mean, work setting. Some individuals believe it's volunteer, learning experiences.

Female Speaker: Well, you're talking about community activities, going to church and social settings, that's community, that's a choice of doing things maybe on weekends, where employment is not always paid employment, it could be steps to achieve community employment and there's many different variations of those steps.

Female Speaker: So that's the prevocational and day services so maybe that question

should be under that employment --

) (Inaudible)

Male Speaker: I have a suggestion alternative for that, are individuals who attend non-workday service this provided with opportunities of community activities of choice while receiving those services.

Male Speaker: I got lost half way through that.

Male Speaker: Are individuals who attend non-workday services providing with opportunities for community activities of choice while receiving those services and you can take out the last piece, I guess.

Male Speaker: That's --

) (Inaudible)

Female Speaker: So I think that third bullet under explore tear question three, I agree with Laura, that has to do with Monday to Friday ten to three kind of hours I think that's the timeframe they're talking about there, if you're not working in a paid job -- prevocational experience or what are the other options? Habilitation, pro Vocational or other, what else? Or other meaningful --

Female Speaker: If you put in prevocational, how do you safeguard the individual from going into, if they don't want to go into that, how old you safeguard that person, if the person wants to -- if that's where they want to work --

Female Speaker: This is Libby, we have a whole other assessment on day programs -- so maybe we should just focus on employment.

Female Speaker: We're asking about employment -- so if you're asking it, it must be important to put in there.

Female Speaker: This is Kathy, I think we said of their choice, so that's their safeguard, as long as you have of their choice, prevocational volunteer these are all options available but it's still the individual's choice, so we added that line in there to make sure the individual's options were open.

Female Speaker: So that bullet, Terry had a suggestion I didn't write it down but if we were two just modify what we already had, do all individuals participate regularly in meaningful nonwork activities such as prevocational, volunteer positions or internships of their choice integrated community settings.

Male Speaker: I mean, asking other people are working -- you need to qualify as only applying those persons -- and there's probably a better way to say it than I said it.

Female Speaker: This is Melinda, it almost falls into the if they are not in that, it's the if then.

Male Speaker: Could they --

Female Speaker: Yes.

Male Speaker: (Inaudible) -- --

Male Speaker: I'm lost.

Male Speaker: (Laughing)

Male Speaker: (Inaudible) -- --

Female Speaker: We're still under the third bullet, exploratory question three.

Female Speaker: This is Lisa, I think she gave have good examples, because there are people that do volunteer jobs, if they're having a really hard time defining and understanding what this question means, we have to give examples, I think you're right because it falls under employment so if they are not talking about the work there are people who volunteer

for the banks or libraries or something.

Female Speaker: So do all individuals have the choice to or have the option to participate in nonwork activities such as prevocational, volunteer, internships, day programs of their choice --

Female Speaker: How about if the individual -- participating in -- are they in integrated community settings of their choice.

Female Speaker: But that still doesn't --

Female Speaker: The second bullet asks if the individual, so you can kind of get this question phrased in some what of the same matter.

Female Speaker: The second bullet, we started as any individuals who would like to work should we start the third bullet.

Female Speaker: If the individual is not participating in work, I just -- I'm trying.

Female Speaker: You have to keep in mind what's work, some of the definitions mean, working community, and some of them say well, training or other options such as volunteer work, training, career advancement, to achieve that munity job so that is meaning nonwork, nonpaid, while you're still working to achieve that employment. So it falls under employment but it's not ready set go you get a job, these are nonwork preparing for that employment meaning employment based on the definition of community jobs. So it's a nonwork meaning non-paycheck but it's still considered a steppingstone towards employment, that's how I see it.

Male Speaker: I agree.

Female Speaker: Yeah.

Male Speaker: Laura had a reasonable alternative, but I have, are individuals who participate in non-workday service this provided with opportunities for munity activities of choice? Is a --

Female Speaker: Adults who participate in.

Male Speaker: Non-workday services provided with opportunities --

Female Speaker: Is it really nonpaid employment?

Female Speaker: Is it that structure is it a service, that's my question.

Male Speaker: Well --

Female Speaker: Okay so it looks like we are hung up on a third bullet under exploratory number three and the first bullet under exploratory number two. So I'm going to make it note of that, let's come back to it and try to move on.

Male Speaker: One final question. What it if they wanted to go to --

) (Inaudible)

Female Speaker: That's in nine.

Male Speaker: It appears to be day services, that's some what of an arbitrary interpretation.

Female Speaker: Okay. So let's come back to exploratory question three, bullet three, exploratory question two, number one. And let's move onto exploratory question two, number four. Do all individuals come and go at any time?

Male Speaker: Where are you?

Female Speaker: Number nine, exploratory question two, fourth bullet.

Male Speaker: Okay. I thought that phrasing of that can be better, this is victor. I would propose do all individuals have the freedom to come and go at times of their choosing.

Female Speaker: I agree.

Female Speaker: I agree.

Female Speaker: Have the freedom to come and go --

Male Speaker: At times of their choosing.

Female Speaker: Do individuals have the freedom to come and go at times of their choosing, anybody oppose, other comments? Okay, move onto the last bullet under two. Do all individuals talk about activities occurring outside of the setting?

Female Speaker: That's fine.

Male Speaker: Thinks victor, why is that essential? Why should that be included?

Male Speaker: This is Terry, I agree.

Female Speaker: I agree.

Male Speaker: Unnecessary.

Female Speaker: Does anybody oppose deleting that last bullet?

Female Speaker: No.

Female Speaker: Okay. We're deleting the last bullet under exploratory question two. At the bottom of page six do individuals have opportunities and needed supports to register and vote.

Male Speaker: This is victor, plural, do all.

Female Speaker: Any other changes? Page seven, exploratory question six, first bullet, do all individuals have a checking or savings account or other means to control their funds? Any comments or changes? Suggestions for changes?

Male Speaker: I'm sorry six, first bullet?

Female Speaker: Yes. We will leave that one with the simple modifications there, the next bullet number two, do all individuals have access to their funds?

Male Speaker: The first bullet, forgive me, the opportunity for checking or saving will be my suggestion.

Female Speaker: Anybody else have any other comments on that? Okay with that change?

Female Speaker: Do all individuals have the opportunity.

Male Speaker: For --

Female Speaker: For.

Female Speaker: The individual.

Female Speaker: Terry what was it.

Male Speaker: Do all individuals have the opportunity.

Male Speaker: And control funds are dealt with elsewhere, so let me take a crack at this, do all individuals have the opportunity for checking, savings or other banking accounts or bank accounts? Or money accounts.

Female Speaker: This is Lisa, I think the way it was written was fine.

Male Speaker: This is Terry, I agree with Lisa.

Female Speaker: --

) (Inaudible)

Female Speaker: What they want to find out is this occurring now that they have the opportunity to -- all the questions point to is this occurring. Do people have banking accounts, that's why they ask it that way, instead of having the opportunity to.

Male Speaker: In this case I agree.

Female Speaker: So that's what they are trying to find out.

Female Speaker: So I believe we are back to do all individuals have a checking or saving

account or other mentos control their funds.

Female Speaker: Yes.

Female Speaker: Go on to the second bullet, do all individuals have access to their funds.

Female Speaker: Yes.

Female Speaker: Third bullet, are all individuals educated to not sign over their paycheck to a provider?

Female Speaker: This is Lisa, I'm not sure what they -- what we are looking for here.

Female Speaker: This is Jaime, I think what they are trying to say here, let the individual know not to sign it over, so how would you ask that --

Female Speaker: Well -- DDDS, as a fiscal policy and agencies have a fiscal policy.

Female Speaker: And how does that language read?

Female Speaker: How does it work for living arrangements? That would be more of a concern I think.

Female Speaker: And I do know in shared living arrangements it has been a concern in the past.

Male Speaker: (Inaudible) -- --

Female Speaker: Providers name.

Female Speaker: It makes us anxiety and it's not the same in residential, it's only the residents name on the account.

Female Speaker: We have had problems in the past.

Male Speaker: This is Terry Olsen, if I can throw another one out there, for your consideration, are individuals educated and supported to effectively secure and protect their funds.

Female Speaker: That sounds good.

Female Speaker: Can you -- you need an example, i.e., do not sign there, don't sign your paycheck over to any provider.

Female Speaker: I agree.

Female Speaker: To protect themselves.

Female Speaker: I like Terries because it's broader than just signing over your check.

Male Speaker: (Inaudible) -- --

Female Speaker: An example of.

Female Speaker: Okay Terry, can you read that again please.

Male Speaker: Are individuals educated and supported to effectively secure and protect their funds?

Female Speaker: Are individuals educated and.

Male Speaker: Supported.

Female Speaker: To.

Male Speaker: Effectively secure and protect their funds.

Female Speaker: Okay. Are individuals educated and supported to effectively secure and protect their funds? Anybody have any other changes to that? So we're scratching the third bullet, correct? And adding that new bullet. Exploratory question one, under L. Was the individual given a choice of available options regarding where to live/receive services?

Male Speaker: Plural, all individuals get them.

Female Speaker: And I had a comment that we talked about services under another item here. Page five. Number six. So I didn't think we need to indicate the received services.

Female Speaker: Where?

Female Speaker: Page five number six at the bottom.

Female Speaker: So I suggest, were all individuals given a choice of available options regarding where to live? Are we okay with that? Any changes? Victor, are you okay with that?

Male Speaker: I'm sorry?

Female Speaker: Are you okay with that? First bullet.

Male Speaker: Yes.

Female Speaker: Second bullet? Are individuals given opportunities to visit other settings.

Male Speaker: This is Terry Olsen, I think we're talking other residential settings.

Female Speaker: Yes.

Male Speaker: Yes.

Female Speaker: And this I put a note in there about people who moved into their residential settings years ago who didn't have the option and maybe that's just a comment, so the answer to that question might be no, that the --

Female Speaker: --

) (Inaudible)

Female Speaker: Services for several years prior to --

Female Speaker: Or that it was an emergency placement, are we okay, were all individuals given the opportunity to visit other residential settings?

Male Speaker: Yes.

Female Speaker: Next bullet, does the setting reflect the individual's needs?

Male Speaker: To each individual's stated needs, I'm concerned about -- I'm concerned about just accurately reflecting the individual's needs.

Female Speaker: Does the setting reflect each individual's --

Male Speaker: Stated needs or desires.

Female Speaker: Stated needs or desires.

Male Speaker: This is Terry Olsen, can we substitute identified, that's better.

Female Speaker: Say that again where --

Male Speaker: Identified needs and provide --

Male Speaker: Identified rather than stated which is better.

Female Speaker: Does the setting reflect each individual's identified needs or desires? Any other changes on that one? Next bullet.

Male Speaker: This is Tim --

Female Speaker: Desires -- you can have preferences instead of desires.

Male Speaker: Either one works.

Female Speaker: Preferences.

Male Speaker: Preferences is better.

Female Speaker: Identify needs and preferences.

Female Speaker: Yeah.

Female Speaker: So we are deleting the last bullet and changes the one above it, does the setting reflect each individual's identified needs or preferences?

Female Speaker: Yes.

Male Speaker: Yes.

Female Speaker: Connecticut 4, do all individuals have his or her --

Male Speaker: --

) (Inaudible)

Female Speaker: Do all individuals have -- oh, do all individuals have their own room, any other changes to that? Let's move onto Connecticut six. I have a couple of changes, unmarried couples given the choice to share or not share a room.

Male Speaker: The married couple should be taken out.

Female Speaker: Why.

Male Speaker: Do married couple share by choice, I think that should be taken out.

Female Speaker: The whole bullet.

Male Speaker: The whole bullet.

Female Speaker: Why?

Male Speaker: Well I think they should have, if a married couple was to share a room, they should.

Female Speaker: Right, it does say by choice, so it's by choice whether or not.

Male Speaker: It can say something like, married couples have a choice to share a room.

Female Speaker: Yeah.

Female Speaker: Hey, I guess it doesn't matter.

Female Speaker: Do married couples have the choice to share a room?

Male Speaker: Correct.

Male Speaker: (Laughing) -- --

Female Speaker: What if they are not married.

Male Speaker: Oh.

Female Speaker: Same sex couples can be married now, so it doesn't matter so much but --

Female Speaker: Yeah.

Female Speaker: Or just talking about friends, I mean it doesn't matter, if they want to share a room, do they have a choice 20 share a room.

Female Speaker: Is that true, are they allowed? I had to come up with a couple with assistant living.

Male Speaker: This is Terry Olsen, it's becoming an increasingly rare opportunity. Most bedrooms in homes are singles.

Female Speaker: This is Melinda, I would say if I was approached -- we would go to DDDS is to request permission if somebody requested, unless they are rules to say they couldn't, unless the fire marshal.

Female Speaker: This is Lisa, DDDS frowns about people sharing a room but we have had couples live together in two bedrooms. They frown on people sharing bedrooms.

Female Speaker: Even married people?

Female Speaker: Yeah. I'm just saying a single bedroom place, I don't think they care if people do or not --

Male Speaker: I think that was a issue for a given reason, this context is different. So it's different --

Female Speaker: It would be relationship based.

Male Speaker: I'm sorry.

Female Speaker: This would be relationship based, they can choose that relationship.

Female Speaker: We need to modify this question.

Male Speaker: Just take out married, is that what we're saying?

Female Speaker: I guess --

Male Speaker: Take out married.

Female Speaker: Yeah.

Male Speaker: Is couples going to end up --

Male Speaker: Just do couples have the chance to share a room?

Female Speaker: Why are we saying couples if it's just two people, if you want to share a room you can share a room.

Male Speaker: It's relationship based.

Female Speaker: So what's the relationship?

Female Speaker: Instead of just roommates. So it's okay if they're in a relationship or it's not okay if they're in a relationship?

Male Speaker: Who's up first?

Male Speaker: (Laughing) -- --

Male Speaker: It's okay, if it's their choice.

Female Speaker: All right, so we're at Connecticut six, what are we doing, somebody throw something out here, right now we have, do married couples have the choice to share a room.

Male Speaker: If you want to keep it open, this is Terry Olsen, you can just say.

Female Speaker: People who want to share a room.

Male Speaker: Interested individuals have the choice to share a room.

Female Speaker: Interested --

Female Speaker: So they have to be dating, I'm not trying to be funny.

Male Speaker: Interested in sharing a room.

Female Speaker: So do people who are interested in sharing a room have the option to share a room.

Male Speaker: Sure.

Female Speaker: So we have.

Male Speaker: Interested is --

Female Speaker: This is actually.

Male Speaker: Consented --

Female Speaker: Could that be, could that change day-to-day, interest seems a little.

Female Speaker: That can be day-to-day to, this is Jaime, is there an interest giving married people that option, they don't want that option taken away, is that what that question is about, or giving people --

) (Inaudible)

Female Speaker: Are we protecting marriage in this question or protecting peoples choice to co-habitate, should we make two questions?

Male Speaker: --

) (Inaudible)

Female Speaker: That's what I think.

Male Speaker: Do you want to have to separate questions?

Male Speaker: It seems it's more about couples that choose to share a room that would include married folks, I think I would favor broadening the question, I think if you do that, you don't need a second one.

Female Speaker: Jaime, my impression was that you were trying to pre-prevent marriage.

Male Speaker: Yes. If we paid two bullets out of this question, it would make more

sense.

Female Speaker: What are the two bullets that you are suggesting?

Male Speaker: Can I suggest if a couple chooses to share a room, does the provider support that or make that available?

Female Speaker: Yeah.

Female Speaker: This is Melinda South, can we just say do couples, and couples can be anyone I imagine, have the ability to share a room?

Female Speaker: --

) (Inaudible)

) (Laughing)

Male Speaker: What if we said do married couples or other couples have a choice to share a room together?

Male Speaker: Why do you have to separate the two?

Male Speaker: I'm trying to make Bill's point, he was concerned about married couples not being able to share a room, and that's happened in our system, so I think that's a good point, this will allow you to then cover any other kind of couples.

Female Speaker: Yeah.

Male Speaker: You could have said that twelve minutes ago.

Female Speaker: Do couples married or not --

Male Speaker: Have the opportunity.

Female Speaker: Have the opportunity to share rooms?

Female Speaker: This is Jaime, we are not defining couples.

Male Speaker: Exactly.

Female Speaker: Okay.

Female Speaker: All right this is what I have, do couples married or not have the opportunity to share a room.

Male Speaker: Right on.

Female Speaker: Moving on.

Female Speaker: I'm sorry, opportunity or choice.

Male Speaker: Choice.

Male Speaker: They choose it, but if the opportunity isn't provided.

Female Speaker: Choice and opportunity.

Female Speaker: Choice and opportunity.

Female Speaker: Choice and opportunity.

Male Speaker: (Laughing)

Female Speaker: Choice and opportunity, moving onto exploratory question four, first bullet. Here we go again, do any individuals have a roommate?

) (Laughing)

Female Speaker: Let's just skip down to this one.

Female Speaker: Let's just talk about housemates, and DDDS will not let people share rooms anymore, so I don't know if you want to take this out, I had a three person site with two bedrooms and two people were sharing a room, one person moved out but one person -- I was told that site had to be reduced to two people because they were not approving room shares anymore so you may want to just take that out, as far as I know, DDDS does not encourage roommates.

Female Speaker: It's not about if they allow it, it's about whether it needs to --

Male Speaker: That is right and I think that the C N S rule is quite specific about this question, will all individuals given a choice of a roommate.

Female Speaker: Roommates or house mates.

Female Speaker: DDDS will have to change their policies.

Female Speaker: Exactly.

Female Speaker: Just a reminder to state your name please. State you're name when you're talking.

Male Speaker: I'm sorry Terry --

Female Speaker: Reducing this funding.

Female Speaker: And that was Lisa.

Male Speaker: This is Terry Olsen, I was told there might still be some roommates out there and I've also been told that what Lisa is saying happens when one of those persons moves on.

Female Speaker: Right.

Male Speaker: This is Tim -- the first bullet and the two sub bullets.

Male Speaker: This is Terry, do individuals have a roommate only by choice?

Male Speaker: What are you getting at?

Male Speaker: They're only sharing a room when that's they're choice?

Male Speaker: Do they have a choice of having a roommate, which is different than choosing the roommate they wish to have.

Male Speaker: That's true.

Female Speaker: Do you have a choice of a roommate, Jaime.

Female Speaker: So where are we?

Male Speaker: I think we are agreeing the first one, all individuals given a choice of roommates.

Female Speaker: If an individual has a roommate, were they given a choice of roommate?

Male Speaker: This is Bill, what if they don't want a roommate?

Male Speaker: That's a good point.

Female Speaker: Yeah.

Male Speaker: Do they have to get put with somebody that's that don't want to share a room?

Female Speaker: I think this question we answered.

Male Speaker: This is Tim, we are all individuals given a choice of a roommate or not to have one.

Male Speaker: Yes.

Female Speaker: Yes.

Male Speaker: Quit picking on me.

) (Laughing)

Male Speaker: She's doing the picking.

) (Laughing)

Female Speaker: All right so Tim, you're suggesting, were all individuals given the choice to have a roommate or not to have one?

Male Speaker: Correct.

Male Speaker: Yes.

Female Speaker: And that's to replace the first bullet and the subsequent two bullets?

Male Speaker: Well, the first part of that, express which roommate a person would want,

it's not just a question of do you want the roommate or don't you want the roommate.

Female Speaker: Okay. So the first question is what we just read and then the second question will be.

Male Speaker: Do individuals only have a roommate by mutual choice, is that a possibility?

Female Speaker: Well, individuals given the choice to have a roommate or not have a roommate. Or not have one.

Male Speaker: Unfortunately it sounds like most people aren't being given that choice, but I guess, we've been through that.

Male Speaker: This is Tim, I think we can drop the next subject I think we probably can drop the second bullet, we are still missing selecting which roommate, the specific room plate you want, and the first one --

Female Speaker: So if an individual has a roommate, what?

Male Speaker: We could say --

) (Inaudible)

Male Speaker: The roommate of their choosing.

Female Speaker: -- do they choose the roommate?

Male Speaker: Can the individual choose his own room?

Male Speaker: I heard Jaime say, can the individual choose their own room.

Male Speaker: (Inaudible) -- --

Female Speaker: Say that again Tim.

Male Speaker: (Laughing)

Male Speaker: The mind is turning to mush. Does the individual, do the individuals have -- does the individual have a choice, have their own choice of a roommate?

Male Speaker: (Inaudible) -- --

Female Speaker: What are we trying to ask.

Male Speaker: Can all individuals choose their roommates or not to have a roommate?

Female Speaker: Do individuals have their own choice of roommate.

Male Speaker: Can all individuals choose their roommate or not to have a roommate.

Male Speaker: Yeah, that will work.

Female Speaker: All right. I believe we are going with these two questions, were all individuals given the choice to have a roommate or not have a roommate and if, and can all individuals choose their roommate or elect to not have a roommate?

Male Speaker: I think we said --

) (Inaudible)

Female Speaker: But does that meet the needs of choosing your own roommate? Okay. I'm done. Can all individuals choose their roommate or elect not to have a roommate?

Male Speaker: Yeah.

Female Speaker: Yes.

Female Speaker: All right. So I think that takes us to bullet number two.

Male Speaker: Let's hope so.

Male Speaker: (Laughing)

Female Speaker: -- bullet number two under -- and we're deleting the first three words there, so we're at, were all individuals given a choice of house mates?

Female Speaker: This is Jaime, can we skip down to the last bullet and move it up --

) (Inaudible)

Female Speaker: And then talk about the -- I recommend the individuals know how they can request a roommate change, move that up and then we'll proceed.

Male Speaker: I think that's good.

Male Speaker: I agree.

Female Speaker: Say that again please.

Female Speaker: Move the last bullet up to here because it talks about roommate, this is Jaime, and not about house mates --

Male Speaker: Okay but that's, okay so we are removing the last bullet below what we just put together and then we're back to the bullet were individuals given --

Female Speaker: Correct.

Male Speaker: We can also get rid of the second to last bullet because we covered that in the way we rephrased the first question.

Female Speaker: --

) (Inaudible)

Female Speaker: Okay. We can do that but we're at, were all individuals given a choice of house mates?

Female Speaker: And again, I'm sorry, this is Jaime, all individuals talk about his or her roommate. There's two, the last two can be moved and then we go to house mates -- is that important?

Male Speaker: No, this is Victor, I thought the third to last bullet about do all individuals talk about their roommate ins a positive manner is a question much better asked.

Female Speaker: I agree.

Male Speaker: I agree.

Female Speaker: Want to take it out.

Male Speaker: I would.

Female Speaker: Anybody oppose to removing the third to last bullet? Okay since we're going up that way, we're now at is there evidence that each individual had the opportunity to choose their house mate and the one above it.

Male Speaker: I like evidence. And that would typically be documentation.

Female Speaker: This is Laura, it's just not consistent with the other questions.

Male Speaker: When one?

Female Speaker: The evidence -- when all of the other questions say, does the individual have the opportunity to choose and then the evidence is -- it's just not consistent with the other questions.

Female Speaker: This is Lisa, I want to know what kind of evidence you're looking for.

Female Speaker: I mean past tense, years ago we didn't have them, even if it was someone from eight years ago, what evidence are you looking for.

Female Speaker: I'm not looking for anything.

Female Speaker: I know I agree with you --

Male Speaker: How do you go -- individuals were given a choice for house mates.

Female Speaker: Back in the day, when people moved in whether it was six or eight years ago --

) (Inaudible)

Male Speaker: All right.

Female Speaker: That maybe purged by now, no longer available.

Male Speaker: Okay.

Female Speaker: --

) (Inaudible)

Female Speaker: Okay. So to wrap this up for today, we're looking at the second big bullet, under exploratory question four, the question is were all individuals given a choice of house mates?

Female Speaker: This is Jaime, I think next to those two bullets, are the same unless I'm not understanding something.

Female Speaker: Yeah.

Male Speaker: Yeah.

Female Speaker: I think share the same so can we come up with a caution that we like to ask that question --

Male Speaker: I think that first one is right on target, were all individuals given a choice of house mates.

Male Speaker: Yeah.

Female Speaker: I agree.

Female Speaker: So get rid of the next one, it's Jaime I'm sorry.

Female Speaker: Yes.

Male Speaker: Yes.

Female Speaker: I'm trying.

Male Speaker: (Laughing) -- --

Female Speaker: All right it's 3: 00, on our agenda we have a couple of other things to get through, however if you look at page eight, we still have to get through all of that, page nine -- she has a group that's going to be reviewing the J K L topics and we'll get back to us on those three as Eddy had mentioned so we don't need to go through that page and then we need to look at page ten and we'll be finished with the questions.

Male Speaker: --

Male Speaker: This is Victor, can you be more specific about how page nine is going to be handled?

Female Speaker: Eddy.

Female Speaker: They have a group together that's going to look at that.

Male Speaker: So to look at that what does that mean.

Male Speaker: Develop those assessment items?

Female Speaker: Tim what did -- just mention earlier? Shed a group of people.

Male Speaker: This is Tim she mentioned before this meeting that -- they're putting together a number of people including somebody from the Attorneys General office.

Female Speaker: Yes.

Male Speaker: And other attorneys to look at the whole issue of -- how they apply, so I agree with Libby, that all of these questions we need to put a hold on until we get some feedback from them, and the way that I heard it was we probably will get feedback before our situation is completed.

Female Speaker: Right.

Female Speaker: This is Eddy, Jaime was putting it together and had to go up to the Attorneys General office for feedback.

Female Speaker: So we will continue to ask for an update.

Female Speaker: Yes.

Female Speaker: At each meeting on that.

Female Speaker: This is Eddy, yes.

Male Speaker: So we'll be asking for an update, but there's a chance that by the time we provide our assessment to D D D -- is that this will not be part of our recommendation.

Female Speaker: --

) (Inaudible)

Male Speaker: Right.

Female Speaker: I'm sorry say that again.

Female Speaker: DDDS will probably develop it's own questions to put into the assessment.

Female Speaker: This is Jaime, you might want to kill me, but I'm willing to give you another half hour, I think we can get through page eight. It's simple. I mean it's up to you, kill me, shoot me, I'm sorry or not, you might have somewhere to go and I understand.

Female Speaker: Well, the other items on the agenda quickly and -- let's finish the questions, we have to decide on the answer options, we have the general information on page one, the discussion on Carl's e-mail is going to be moved to next week when he's actually here. We need to have the discussion on the individual assessment and I don't think we have too many, it's not promised -- so if everybody agrees, we can continue and maybe stop in 20 minutes or in 15 minutes and talk about the individual assessment for a few minutes, or any other options, I'm open.

Male Speaker: This is Tim, that sounds fine.

Female Speaker: This is Jaime, if you want my address to kill me.

Male Speaker: (Laughing) -- --

Female Speaker: Victor are you okay with that.

Male Speaker: Yes.

Female Speaker: Okay. We're moving onto page eight. The first question there, under 12, it's actually the same question as the second bullet, is the setting physical accessible to all individuals that reside in that residence.

Male Speaker: Yes.

Female Speaker: I think the next two bullets are in the same.

Female Speaker: Before we get to those are we okay with that bullet.

Female Speaker: Yes.

Female Speaker: The next bullet I think it's the same, does anybody have problems deleting that.

Male Speaker: No.

Female Speaker: Is -- go ahead.

Male Speaker: I still like having that in there personally.

Female Speaker: Okay. Okay. Is the setting free of obstruction such as steps, lips on door ways, narrow hallways, et cetera, limited individuals mobility in the setting.

Female Speaker: Or we can combine, Jaime, we can combine the first one and the third bullet. To make one sentence it's just easier to read them.

Male Speaker: I think they should be separate, you can have a physically accessible home that -- and still has obstructions, narrow hall ways and other restrictions.

Female Speaker: So for the second bullet are we saying leave it as is?

Female Speaker: Yes.

Male Speaker: Yes.

Female Speaker: The third bullet, does the setting provide enviromental adoption, such as

stair left or elevator, I need a dictionary on that one.

Male Speaker: Instead of -- obstruction, can we say to promote accessibility.

Female Speaker: I like that.

Female Speaker: Me tee.

Female Speaker: No, to promote, promoting is not the same thing as doing.

Male Speaker: To ensure accessibility.

Female Speaker: Ensure?

Female Speaker: All right. Does the setting provide enviromental -- such as chairlifts or elevator to ensure accessibility?

Female Speaker: And somehow we say, Jaime, need it?

Male Speaker: Of all individuals how does that work.

Female Speaker: Eliminate, not everyone needs it.

Male Speaker: This is Tim, I don't know why we need any of those bullets, the first one says -- is the setting physically accessible to all individuals who reside in that residents, that should cover everything.

Female Speaker: That was my point.

Male Speaker: Again, you can have a physically accessible setting that people can get in, but you can have obstructions and lips.

Male Speaker: This is Tim, it says physically access able to all of the individuals that live there, it's very clear that it has to be fully accessible.

Female Speaker: Usually, at my apartment.

Male Speaker: When was the last time you --

) (Inaudible)

) (Laughing)

Female Speaker: My apartment right now --

) (Inaudible)

Female Speaker: I can get in, but --

Male Speaker: That's not physically accessible.

Female Speaker: It is but it isn't --

Male Speaker: This is Terry, Steve Knox who is our construction and maintenance guy, he's done a lot of work on accessibility, he says accessibility is on a continuum, and it is. So to say something is physically accessible means sure someone can get in there, totally physically accessible, then you're getting into, I think both questions really help us to thoroughly address the issue.

Female Speaker: All right. Committee members who wants to raise your hand. Do you want both questions in? Who wants just the first question.

Male Speaker: One question.

Female Speaker: Who wants one question? Who wants one question, raise your hand. Majority rules is that how we're going? Can we keep going? All right. Is the setting free of obstruction? We're going to leave that bullet in as is, third bullet there, does the setting provide enviromental adaptations such as stairlifts or elevator to ensure accessibility.

Male Speaker: Of all individuals can we add.

Male Speaker: Yes.

Male Speaker: That's implied but, yes.

Female Speaker: Does anybody have any comments on that third bullet? Exploratory question 18. For those individuals who needs support to move about the setting as they

choose or working support provided such as grab wires, seats in bathroom, ramps? Any changes or modifications for that?

Male Speaker: You can put raised seats in the bathroom raised seats?

Male Speaker: Raised toilet seats, that would be more specific.

Female Speaker: All right. So we're adding raised seats. Is there anything else with that, if not we're moving on.

Female Speaker: I have no problem with all three bullets.

Female Speaker: Are appliances accessible to individuals?

Male Speaker: All individuals.

Female Speaker: Any other changes, speak now. That's good to go? Third bullet, are table and chairs at a convenient height.

Male Speaker: This is Victor, are tables, chairs and other furniture at a convenient height.

Female Speaker: Can they use the furniture comfortably.

Female Speaker: Say that again.

Male Speaker: This is Terry, I'm wondering if, for example, a person has their own chair, that's especially been adopted for them. Is that going to be a problem that some other furnishings may not -- I'm not going to worry about it.

Female Speaker: All right. You're not going to worry about it.

) (Laughing)

Female Speaker: Does anybody have any other changes to that one? We're starting at our tables, chairs and other furniture at a convenient height, the rest stays the same?

Male Speaker: How about, individuals can access and use them comfortably.

Female Speaker: So individuals can access and use them.

Female Speaker: The furniture comfortably.

Female Speaker: Use them comfortably.

Male Speaker: I just want to, and this is Victor, I think this again, is an excellent example of why a self-assessment for individuals is critical. Because the best answer to this comes from the individual, not somebody -- whether it's comfortable --

Female Speaker: Okay. I agree, we'll have that discussion in a couple of minutes.

South Dakota one. Are there any physical barriers that individuals are not able to open or move around without staff assistance.

Female Speaker: This is Jaime, will that be considered an obstruction, and therefore, we already asked that?

Male Speaker: This is Terry, I think there's also times when you have to -- barriers for people for example people might go into the kitchen and disrupt the boiling water or something.

Female Speaker: That's the next one.

Male Speaker: (Inaudible)

Female Speaker: If we are addressing what Terry is talking about --

Female Speaker: Are there any physical barriers such as gates that individuals are not able to open or move around without staff assistance? Number two.

Male Speaker: We should ask for examples.

Male Speaker: I think we already covered that one.

Female Speaker: Delete number two.

Male Speaker: Number two it was second bullet, 17.

Female Speaker: Number two is deleted, number three? Deleted.

Male Speaker: Number three.

Female Speaker: Number four? Is furniture placed where all individuals can use --

Male Speaker: Where.

Female Speaker: Individuals can access.

Female Speaker: --

) (Inaudible)

Female Speaker: All agree, delete number four?

Female Speaker: Yes.

Male Speaker: Yes.

Female Speaker: Number five.

Female Speaker: You can actually add --

) (Inaudible)

Female Speaker: Take four and put it at the end of 18 bullet three.

Female Speaker: Are tables, chairs and other furniture in locations so that individuals can access and use them comfortably and independently?

Female Speaker: Yes.

Female Speaker: Number five. It's kind of general.

Male Speaker: It's general but I think it has value.

Male Speaker: This is Tim, I think it's important --

Male Speaker: I think it's kind of redundant to 17, third bullet, if we can combine them perhaps.

Male Speaker: Which bullet.

Female Speaker: The third one.

Female Speaker: Third bullet reads does the setting provide enviromental adaptations, such as stairlift, elevator to ensure accessibility to all individuals.

Male Speaker: It seems different to me.

Female Speaker: What did you say I'm sorry, you said you think they're different?

Male Speaker: I do.

Female Speaker: This is Kathy, -- well, can we add modifications to the third bullet, like does the setting provide enviromental adaptation ands modifications.

Female Speaker: And/or.

Female Speaker: And/or modifications.

Male Speaker: To meet the needs of all individuals.

Female Speaker: Such as.

Female Speaker: I was thinking ensured accessibility, but needs is fine.

Female Speaker: So enviromental adaptations and/or modifications.

Male Speaker: And then take out such as --

Female Speaker: To ensure accessibility of all individuals.

Male Speaker: Can you read that sentence again.

Female Speaker: Does the setting provide enviromental adaptations and/or modifications to ensure accessibility of all individuals.

Male Speaker: Okay.

Female Speaker: All right so well leave that one, with that modification, delete number five?

Female Speaker: Yes.

Female Speaker: Number six? Does the setting has stairs or steps, if yes.

Female Speaker: This is Kathy, isn't that covering the second bullet of 17? Free of obstruction, such as steps.

Female Speaker: --

) (Inaudible)

Female Speaker: So this is just asking for -- individuals are able to use the steps --

) (Inaudible)

Female Speaker: So this is Libby, are we saying we are going to keep number six as is? Can we say if the setting has stairs or steps and then ask the questions? And I think we said is there a working wheelchair lift and are there working railings, previously. Everybody okay with all of those.

Female Speaker: --

) (Inaudible)

Female Speaker: On the second bullet, is there a wheelchair lift, elevator or ramp for individuals in wheelchairs? So if someone is not in a wheelchair, may have trouble going up the steps, my sister is 60 with arthritis, and she doesn't use a walker or cane, but sometimes it's really -- not necessarily always in a wheelchair and need a ramp, can we try to modify that?

Male Speaker: We can say with individuals with ambulatory challenges.

Female Speaker: Seventeen, this is Jaime, 17, the second bullet, does the setting provide environmental adaptations --

Male Speaker: I think your.

Female Speaker: -- stairlifts or elevators.

Female Speaker: But --

Male Speaker: Because it was too limiting.

Female Speaker: I'm sorry. I think what I heard is, the question is now, is there a working wheelchair lift, elevator or ramp for individuals with ambulatory challenges?

Female Speaker: How about other --

Male Speaker: With ambulatory needs.

Male Speaker: Individual's needs.

Female Speaker: Or as needed.

Male Speaker: With mobility needs.

Female Speaker: Mobility.

Male Speaker: Either one works.

Female Speaker: For individuals with.

Female Speaker: Mobility needs.

Male Speaker: That would be my suggestion.

Female Speaker: Mobility needs. Okay. Anything else on page eight?

Male Speaker: Can you repeat what survived there?

Male Speaker: (Laughing) -- --

Female Speaker: Okay. So number six, if the setting has stairs or steps, are all individuals are able to use the stairs without assistance? Is there a working wheelchair lift, elevator, or ramp for individuals with mobility needs? Are there working railings on all stairways, steps, and ramps?

Female Speaker: This is Jaime, do you want to keep, if yes, does the setting has stairs or steps? If yes --

Female Speaker: I changed it to, if the setting has stairs or steps, then ask the question.

Female Speaker: You want to take out the if yes?

Female Speaker: Yes.

Female Speaker: Any other changes on six?

Female Speaker: So we are on page ten. And back to page one and then we have a few we have to go back to on page six.

Female Speaker: Did you say six or ten.

Female Speaker: Well, we haven't gone through page ten yet, and then we haven't gone through two only page six. All right. Let's see, let's go to the individual assessment discussion. Would you like to kick that off?

Male Speaker: Sure.

Female Speaker: Kimberly.

Female Speaker: I just want to point out really quick, there's two references to that, and the transition plan one on page 11, one on page 21, it says use N C I data to determine whether --

) (Inaudible)

Female Speaker: Terry Olsen what's --

) (Inaudible)

Female Speaker: The individual survey.

Male Speaker: It's an individual survey but it's.

Male Speaker: (Inaudible)

Female Speaker: This is Kathy, I think I just got a copy of the N C I survey for my son and it is a satisfaction survey for the individual. I was looking at some of the questions we have been looking at on some other states that have self-assessments and some of them are very similar so I think it will get to the satisfaction of the client or resident.

Female Speaker: This is Libby, a few of us had a meeting with Jaime gala van -- just before this meeting just to give her an undate and we kind of touched on this briefly and I told her I was concerned that we might not have time to work on an individual assessment depending on where we are and she said they were looking at that assessment, the national core indicator -- -- she said that right now it's -- they don't know who's completing it, it's -- it's anonymous, but it can go through and ask for names on some of those questionnaires, she also mentioned that this is something that shell continue to research even after our committee due date but if they wanted to move forward with an individual assessment, they will continue to investigate that after our June 11th meeting.

Female Speaker: Satisfaction of services is completely different than compliance of services so you can be satisfied with the services you're getting now because it's basically, this is as good as it gets. But after the compliance -- so to use the satisfaction survey and use the compliance individual assessment, are we in compliance based on the individual assessment might be two different things.

Male Speaker: This is Terry -- individual survey, so we have several different model to choose from, the N C I survey has been used for ten years, it's an excellent document -- and.

Male Speaker: (Inaudible)

Female Speaker: I just want to point out what was stated --

Male Speaker: --

) (Inaudible)

Female Speaker: This is Lisa, I think we have an aggressive time line provided, I have

absolutely nothing to hide, if we had six months to complete this on every program and every resident, I would have no problem with it, and we have a huge spectrum of residents in this field that many of them can do a satisfaction survey, many of them are speaking on their behalf anyways, so it becomes redundant, I think -- they would be the ones to say we should do a self-assessment, or in the future if there's time, then we can do something, I think with this aggressive time line, I don't think some of you around this table realize how many programs some of the providers have and if we are only given three months or two months, I think you're being unrealistic.

Male Speaker: This is Victor, I disagree, I think whether some individuals can answer and some can't should have no bearing whatsoever on whether we offer them an assessment and I also think that time, I don't know that time is necessarily closing the door to this option. We would be going through this, I'm not saying we are starting from the beginning right now if we were going to be -- we probably have about 30 questions or so already as we've been going through this which can be part of this, Libby put together this document which has questions from five states. And we're just talking about pulling together our questions and the number of questions in all likelihood will be far fewer than what we are coming up with in this other assessment.

Female Speaker: This is Lisa, when they come to service us once a year, and they pick an individual, they do interviews with that person asking a lot of these questions, are you happy, are you happy in your -- they do a lot of satisfaction surveys, so that's ongoing --

Male Speaker: It's all about the individual, it's the individual's choice. And right now, we are providing a tool that goes solely to the provider, not the individual, it seems that putting them together doesn't really under score the intent and spirit of the -- rule.

Male Speaker: Jaime and I had this conversation a couple of times and both of us are like -- we had a good short -- survey, it's used to I very much hear the provider is concerned, the more concerned the provider is.

) (Inaudible)

Male Speaker: The value of having an individual survey to use as well with the survey --

Male Speaker: This is Tim -- you probably have a good compromise, we have two meetings left, I'm going to miss the next one, but I don't think we have time to put together a -- survey at the very least what we can do is send forward to DDDS all of the questions that Victor printed out and others have printed out the last several weeks would be appropriate for an individual assessment.

Female Speaker: Okay. Since we all need to leave in a couple of minutes, for next week's agenda, I would like to start with, we need to discuss this for a couple of minutes, I would like to start with completing page ten of the assessment. Finalize the two questions on page six that we couldn't come to an agreement on finalize page one -- we need to come up with the answer options, and then we have Kyle's e-mail to address as well. And I'm looking for suggestions on order for events on next week's meeting, if you want to talk about Kyle's e-mail first, we can put that first on the agenda or leave it as last.

Male Speaker: This is Victor, being we are all so concerned about time, I think Kyle -- raised some serious issues, I would hate to see them not given their due by being too late in the agenda I would recommend they be first on next weeks agenda.

Female Speaker: Is everybody okay with that? Okay and how much time do we want to dedicate that, because we can't dedicate the entire meeting, so what's your recommendation on amount of time.

Male Speaker: I think.

Male Speaker: I think that's putting the calf before the horse, I understand we can't spend an indefinite amount of time on it but.

Female Speaker: We need to cut it off at some point because I'm sure it can go on for quite some time.

Female Speaker: --

) (Inaudible)

Female Speaker: I'm sorry?

Female Speaker: Kyle is pretty good about being short.

Male Speaker: I think the discussion certainly can be kept relatively brief, but if the group feels that we have work to do on some of those issues, then there will be some time to accomplish that.

Female Speaker: So 15 minutes on the agenda at the beginning of the meeting?

Female Speaker: I don't think we are going to agree to a time.

Female Speaker: I don't think.

Female Speaker: So we're going to allow the entire meeting to go --

Female Speaker: That's not what we said, we just said -- I think we should be flexible.

Female Speaker: Okay. Well, I think we can probably discuss those items for hours without coming to an agreement.

) If we can't agree, then we have to --

Male Speaker: (Inaudible)

Female Speaker: So how long do you want to spend talking about that?

Female Speaker: I'm sorry -- we'll know when to stop.

Female Speaker: She normally does put a time line on the agenda for all items, so I think it's appropriate to do so in this case.

Male Speaker: If you look at what we just went through, these ten pages, we don't have a time line associated with any one of the individual questions, we have agreed to pick it up on page five and -- address each one of those questions and Kyle is raising some concerns, some of which I share that perhaps some of them will be dealt with very carefully, but others may lead us into some important discussions and possibly, the need to add some additional questions to the survey.

Male Speaker: This is Terry, go ahead Laura.

Female Speaker: I was going to say, if we decide to do that then I would suggest that we move that to the end of our meeting when we go to our first two and get those published and then have a variable of time dedicated to that as well --

Male Speaker: This is bill, may I suggest to move the meeting up to one because we'll get, now we'll be coming down to two weeks deadline and the day service has done that and -- finalizing the whole thing, if we can move the meeting to one and go to 330, I think we would get a lot done.

Female Speaker: Committee members please raise your hand to move the meeting to 1:00. How many is that, 1,2,3,4, 5, section you, how many do not want to move it to 1:00, I can't be here at 1:00 so that's fine.

Female Speaker: Jaime, you want to add it to the end then, instead.

Female Speaker: Yeah.

Female Speaker: 130 to --

Male Speaker: We can do that --

Female Speaker: Can't go later.

Male Speaker: No.

Female Speaker: Absolutely not.

Male Speaker: So we can go one to 330 and I can start the meeting --

Female Speaker: And I can help him too.

Male Speaker: And Jaime can --

) (Inaudible)

Female Speaker: Does everybody agree with that?

Male Speaker: Is everybody good?

Male Speaker: What if.

Female Speaker: Maybe somebody else on the committee should help Bill -- that would be more appropriate.

Female Speaker: I'm not going to coach -- I'll coach Bill and have --

) (Inaudible)

Female Speaker: This is Libby, Jaime, you haven't attended all of the meetings and I just.

Female Speaker: Like bee I'm not -- what I'm saying is if Bill has issues, I will coach him to -- but still I'm here to assist bill as a tutor, so I'm going to assist bill and -- and.

Female Speaker: This is Melinda south, I don't feel comfortable without our core membership being here.

Male Speaker: Yeah. I agree. Especially with the discussion.

Female Speaker: And this is Jaime, let me, clerical writing, and if we make a questions and she's not here.

Female Speaker: I'm sorry I have to leave.

Female Speaker: Regular time.

Female Speaker: Regular time.

Female Speaker: Do you want to continue, let me know, Bill you can let me know.

Female Speaker: --

) (Inaudible)

Male Speaker: Can we do the vote again? Vote for --

) (Inaudible)

Female Speaker: According to the rules of order --

Male Speaker: (Inaudible)

Female Speaker: We have to ask the committee, if we want to vote again or --

) (Inaudible)

Male Speaker: Why don't we just, how many would like to start at one? 1: 30? how are we going to get through this?